**Aligning Elementary Reading Objectives to RI GLEs K-5 and Common Core**

**Grade 5 Reading:** After reading chapters 13 and 14 of *Maniac Magee*, students will create a journal entry that compares and contrasts a key event from these chapters with key experiences of the main character from the book *Hollis Woods*, read previously.

**GLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CCSS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 3 Reading:** Through the use of a graphic organizer, students will make at least four reasonable inferences about the main character’s personality using evidence from the text and their own background knowledge.

**GLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CCSS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 4 Reading:** After reading three short articles about the effects of deforestation on life in the rainforest, students will synthesize at least two main ideas that cut across these texts.

**GLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CCSS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 3 Response:** Students, in groups of five, will apply their summarizing skills to create and perform a 60:30:10:Shoot skit on one of the chapters between 12-16 according to the criteria outlined in the attached rubric.

**GLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CCSS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 4 Response:** Students will be able to identify and sequence at least six important events from Textbook Chapter 3 in a visual timeline, according to the attached criteria.

**GLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CCSS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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**ANSWER KEY**

**Grade 5 Reading:** After reading chapters 13 and 14 of *Maniac Magee*, students will create a journal entry that compares and contrasts a key event from these chapters with experiences of the main character from the book *Hollis Woods*, read previously.

**GLE: R-5-16.1:** Generates a personal response to what is read by comparing stories or other texts to related personal experiences, prior knowledge, or other books.

**CCSS: Grade 5 #R9.** Compare and contrast stories in same genre *on their approaches to similar themes and topics.* (EXTRA)

**Grade 3 Reading:** Through the use of a graphic organizer, students will make at least four reasonable inferences about the main character’s personality using evidence from the text and their own background knowledge.

**GLE: R-3-5.2 –** Describe main character’s physical characteristics or personality traits, or providing examples of thoughts, words, or actions that reveal character’s personality traits.

**CCSS: Grade 3 #R3.** Describe characters in a story (e.g., their traits, feelings) *and explain how their actions contribute to the sequence of events.* (EXTRA)

**Grade 4 Reading:** After reading three short articles about the effects of deforestation on life in the rainforest, students will work with a partner to orally present two slides that synthesize at least two main ideas that cut across these texts and provide evidence of their reasoning for each idea.

**GLE: R-4-8.2:** Analyze and interpret informational text…by synthesizing information within or across texts (e.g., formulating controlling ideas)

**CCSS: Grade 4 #R9.** Integrate information from two texts on the same topic in order to write *or speak about the subject knowledgeably.*(EXTRA) Also **SL#5** (add visual displays to presentations to enhance development of main ideas)

**Grade 3 Response:** Students, in groups of five, will apply their summarizing skills to create and perform a 60:30:10:Shoot skit on one of the chapters between 12-16 in *Running Out of Time* according to the criteria outlined in the attached rubric.

**GLE: R-3-4.2:** Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequences as appropriate to the text.

**CCSS: Grade 3, #SL4.** Report on a text, tell a story or recount experience with relevant descriptive details, speaking clearly at an understandable pace.

**Grade 4 Response:** Students will be able to identify and sequence at least six important events from Textbook Chapter 3 in a visual timeline, according to the attached criteria.

**GLE: R-4-7.3:** Demonstrate initial understanding of informational texts by organizing information to show understanding through charting/mapping

**CCSS: Grade 4, #R7:** Interpret information presented visually and *explain how the information contributes to an understanding of the text.**(EXTRA)*